

2017 EPP Annual Report

CAEP ID: 11932	AACTE SID: 3156
Institution: Mississippi Valley State University	
Unit: College of Education	

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2015-2016 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 13

***2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2015-2016 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP
No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited
No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited
No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements
No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status
No Change / Not Applicable

3.6 Change in state program approval
No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

University Website-Institutional Research and Effectiveness:

<http://www.mvsu.edu/ir>

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

1. The unit does not ensure that candidates have opportunities to work with K-12 learners from two (2) racial/ethnic groups during clinical practice and field experiences.	(ITP)	(ADV)
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During the Fall 2015, candidates in the initial educator preparation programs embarked upon new Field and Clinical experiences to increase exposure through diverse racial /ethnic groups. The unit utilized two day care settings: The Mississippi Head Start Agency and Early Head Start. Candidates also obtained field observations through a Charter School. To further improve candidates' diversity experience, Math tutorial was provided by candidates in RD 214: Early Literacy I course. This service was for students in grades 3rd -6th and was hosted through the local library. The unit also, increased the number of districts used for field experience and clinical practices from two to five as a means to ensure diversity experiences. Currently, the Unit has established Memorandum of Agreement with private and charter schools as a means to ensure that candidates have the opportunities to work with K-12 learners in diverse settings.

Section 7. Accreditation Pathway

Selected Improvement. *Summarize progress on the Selected Improvement plan for the standard(s) or component(s) selected.*

In order to move towards target, the Unit has begun to develop a detailed timeline to review and revise outcomes for key assessments, both actual and anticipated to inform instructional practices and student learning. The Director of Field Placement began collecting data from candidates using the TIAI instrument during mid-terms (formative) and at the end of the semester(Summative) to analyze data for this key assessment. The unit continues to review the assessment alignment with state and national standards during assessment professional development each semester. Each assessment will be aligned to courses most appropriately related to the assessment and listed with the appropriate Unit transition point.

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2017 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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